DOCUMENT RESUME

ED 085 867 EA 005 750

TITLE	Oregon Graduation Requirements: Models and Guidelines for Career Development Education. Section IV.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Sep 73
NOTE	30p.; Related documents are EA 005 747-749
AVAILABLE FROM	Mrs. Ellen Hassler, Documents Clerk, State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($1.50 per volume or $5.00 as combined publication)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Guides; Basic Skills; *Career Education; Curriculum Development; Educational Objectives; Educational Policy; Equal Education; *Graduation Requirements; *High Schools; Models; Performance Criteria; Personal Growth; *Program Guides; Program Planning; Social Responsibility; State Boards of Education; *State School District Relationship; State Standards
IDENTIFIERS	Competency; Needs Assessment; *Oregon; Performance Indicators; Survival Skills

ABSTRACT

Since 1969, the Oregon State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students, regardless of their abilities, interests, needs, or learning styles. The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Each district must clarify to its own satisfaction the point of view of "survival" in order to identify the basic skills and abilities that all students should acquire as a result of public schooling. Following adoption of the new high school graduation requirements for Oregon public schools, teachers and administrators joined with State Department of Education specialists in identifying and describing the minimum or "survival" competencies every student should have on completion of 12 years public schooling. Identification of these competencies was meant to provide all districts with models to be used in selecting and describing those competencies essential to assure all students survival level functioning--at individual, wage-earner, and citizen levels. (Author/WM)

ED 085867

oregon graduation requirements

MODELS AND GUIDELINES FOR
CAREER DEVELOPMENT EDUCATION
Section IV

Prepared by:
GRADUATION
REQUIREMENTS TASK FORCE
David Curry, Executive Secretary

Published by:
STATE DEPARTMENT OF EDUCATION
Dale Parnell, Superintendent
Public Instruction

September
Copyright 1973
$1.50

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Oregon State Dept. of Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EA 005 750

FILMED FROM BEST AVAILABLE COPY

FOREWORD

Dear Colleague:

On September 22, 1972, the Oregon State Board of Education passed new Minimum State Requirements for School Graduation. Three years of effort, discussion, review, and redrafting were involved in the development of these graduation standards. The large number of people in and out of the educational community who reviewed preliminary drafts and reported their findings had a significant impact on the final product. That counsel and advice was extremely valuable in improving and forming the document.

The new standards allow districts new alternatives in designing local programs. Some of these alternatives are: credit by examination, off-campus study, multiple approaches to course design, waivers of attendance requirements, and certificates of competency. The new credit requirements deserve your attention, as do the performance requirements.

This publication contains models and guidelines designed to help districts develop local implementation plans. By July 1, 1974, districts are asked to file their plans for State Board approval. Entering freshmen in the fall of 1974 will, as the class of 1978, be the first students to receive their secondary education under the new standards.

It's exciting, it's geared to developing performance-based competencies for all students, at times it may be challenging, but the end results will be worth it.

Cordially,

Dale Parnell

Dale Parnell
Superintendent
Public Instruction

ACKNOWLEDGMENTS

Approximately 350 Oregon educators worked on the development of the guidelines and models that are presented here. It is not possible to acknowledge the contributions of each person by name, but it is possible to give special recognition to individuals who played key roles.

From November 1972 to May 1973 the ground work was developed by six project groups:

> Those projects were directed by Earl Anderson, Executive Director, Metropolitan Administrative Service Center, Tri-County Project; Don Bunyard, Vice Principal, Marshfield Senior High School, Coos Bay Project; Eldon Blanford, President, Trico League, Trico League Project; Erwin Juilfs, Director of Education, Eugene Project; Jerry Killingsworth, Director of Curriculum, Klamath Falls Project; Chuck Porfily, Director, Vocational Education, Lebanon Project.

The six project reports were synthesized in late May by a 50-member team of project members and State Department of Education staff.

> Team leaders for this phase included: Administration, Les Adkins, State Department of Education; Personal Development, Eleanor Baker, Inter-Disciplinary Education Coordinator for Marshfield Senior High School, Coos Bay; Social Responsibility, W.R. Nance, State Department of Education; Career Development, Chuck Porfily, Director of Vocational Education, Lebanon.

Two weeks of revision and rewriting were accomplished by a team of writers.

> Those individuals were: Administration Section, Earl Anderson, Metropolitan Administrative Service Center; Personal Development Section, Carroll Cone, North Bend District; Social Responsibility Section, Sharon Case, Multnomah County IED; Career Development Section, Chuck Porfily, Lebanon District.

Editing for final publication was done by Evelyn Gunter, Dissemination Specialist, ESEA, Title III, in cooperation with State Department of Education specialists for each of the program areas listed in the Technical Assistance Directory.

Dave Curry, Specialist for Secondary School Administration, had general responsibility for overall coordination of the activities and the publication of the finished guidelines and models.

The guide and models were produced, in part, with ESEA, Title III funds.

This was both an exciting and difficult effort. The cooperation, creativity, and commitment of all who contributed is gratefully acknowledged.

CONTENTS

CAREER DEVELOPMENT EDUCATION

FOREWORD

ACKNOWLEDGEMENTS

INTRODUCTION

Rationale for Model Development ix
Terminology ix
Performance Indicators x
Additional Resources x
Goals and Competencies for Career Education xiii

CHAPTER 1
General Career Competencies xv

CHAPTER 2
Food Service Careers 3

CHAPTER 3
Agricultural Career Area 7

CHAPTER 4
Metals Career Area 11

CHAPTER 5
Construction Career Area 15

CHAPTER 6
Industrial Mechanics Operators 19

CHAPTER 7
Electrical Occupations 25

CHAPTER 8
Health Occupations 29

CHAPTER 9
Marketing Careers 33

CHAPTER 10
Secretarial-Clerical Occupations 37

CHAPTER 11
Accounting Occupations 41

CHAPTER 12
Service Occupations 45

CHAPTER 13
Forest Products Occupations 49

INTRODUCTION

RATIONALE FOR MODEL DEVELOPMENT

Following adoption of the new high school graduation requirements for Oregon public schools, teachers and administrators in local districts joined with State Department of Education specialists in identifying and describing minimum or "survival" competencies which every student should have upon completion of 12 years of public schooling.

This was done to provide all districts with models which could be used in selecting and describing the competencies they would consider as essential to assure survival level functioning as an individual, a wage-earner, and a citizen.

The Oregon Board of Education has singled out three areas of study at the secondary level which are most likely to develop the competencies needed to fill these three roles:

Personal Development Education. The State Board has said that to survive and grow as an individual it is necessary to have:

1. Basic skills—reading, writing, computing, listening, speaking, and analyzing.
2. Understanding of scientific and technological processes.
3. Ability to develop and maintain a healthy mind and body.
4. The skills, confidence, and interests to remain a lifelong learner.

Social Responsibility Education. Good citizenship, as defined in the graduation requirements, means ability to behave responsibly:

1. As a participant in community, state, and national government.
2. In personal interactions with the environment.
3. On the streets and highways.
4. As a consumer of goods and services.

Career Development Education. To survive and advance in any career area, students should develop:

1. Good work habits.
2. Positive attitudes toward work.
3. Ability to maintain good interpersonal relationships.
4. The ability to make appropriate career decisions.
5. Entry-level skills for their chosen career fields.

It is in these three areas of study, then, that model program goals, competency statements, and performance indicators have been developed.

It is important for Oregon administrators and teachers to recognize that survival level competencies in the three areas of study defined by the State Board can be identified in, or added to, ongoing programs and courses if the district does not wish to attempt a total reorientation of its curriculum.

With these things in mind, a district may choose:

Option A: To adopt the program goals, competencies, and performance indicators contained in this document as a beginning for planning related instruction.

Option B: To adapt the model statements, making desired alterations, additions, or deletions in accordance with the district's educational philosophy.

Option C: To develop different goals, competency requirements, and performance indicators which more nearly express the community's definition of what the outcomes of a "survival level" education should be.

TERMINOLOGY

Levels of complexity and terminology of the models presented in this guide parallel those of the Tri-County Course Goals Project.* Program goals are stated at the same level of generality and competencies are, in effect, course goals. Therefore, districts can use both models in developing local goals.

*For copies of the Tri-County Course Goals Project materials, contact: Mr. Jack Allen, Director, Department of Curriculum, Multnomah County Intermediate Education District, P.O. Box 16657, Portland, Oregon 97216.

Graduation Requirements Model Terminology	Tri-County Model Terminology	Level of Complexity
Program Goal	Program Goal	The student is able to apply the conventions of English grammar and usage in speaking and writing.
Competency	Course Goal	The student is able to use appropriate singular and plural verbs with corresponding singular and plural subjects.
Performance Indicator	Behavioral Objective (measurement, diagnosis, instruction)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are).
Method for Certifying Competency	Performance Objective or Criterion Referenced Test Item (measurement)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are) with at least 90 percent accuracy.

PERFORMANCE INDICATORS

A performance indicator is a description of student behavior which takes place within a prescribed setting. When a student is able to perform in certain specified ways, the teacher may assume that he has achieved the desired competency. The following example illustrates the relationship of the performance indicator to a competency and program goal:

Program Goal:	Students will be able to behave in a responsible manner when involved in traffic as pedestrians.
Competency (Course Goal)	The student can distinguish between safe and unsafe apparel for pedestrian travel.
Performance Indicator:	Given a list of colors and types of clothing, the student will identify those considered safest for pedestrian use in various conditions of weather and illumination.

A performance indicator is composed of two parts:

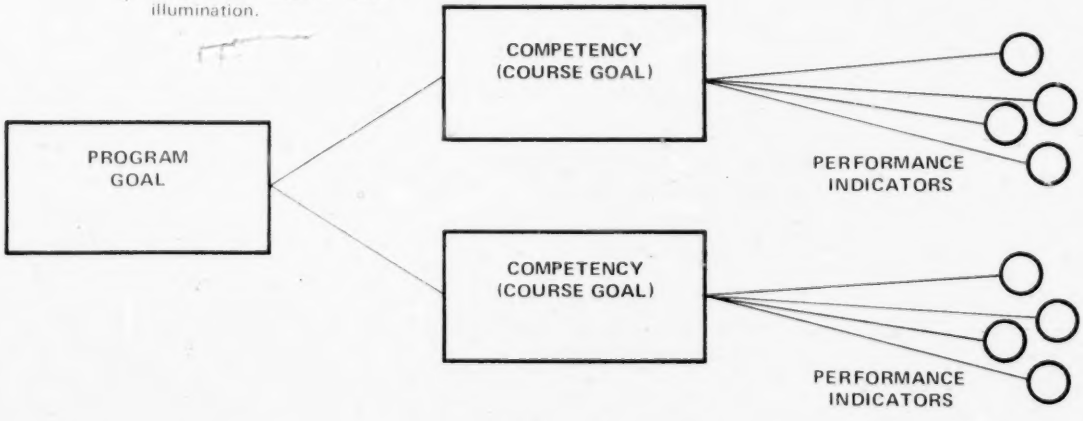
1. The *statement of performance* describes what the student will be doing: it suggests observable student behavior.

   "... student will identify the safest colors and clothing types ..."

2. The *referent condition(s)* describes under what circumstances the student will perform; it often implies both a learning and a testing activity.

   "... given a list of twenty colors and types of clothing ..."

Represented graphically, the relationship of performance indicators and goals looks like this:



Life teaches us that there is more than one way to be competent. The district that allows for individual differences among students by providing more than one set of performance indicators and more than one learning setting in which to receive information and training will be allowing students a fuller opportunity to develop the competencies they need.

Students in the current generation are often described as "experience poor;" they are more likely to read about an activity, or see it on television, than to engage in it personally. Assuming facilities and equipment are available, the student may learn best from "hands on" activities. For example, if the student is to demonstrate skills in riding a bicycle, obviously the learning activity should include the use of a bicycle. In such cases it would be unfair to pass judgment on a student's *manual skill* by means of a written essay or oral description. The thing to be performed in this case should be the *manual skill*, not the ability to read, write, or speak clearly. Other performance indicators do not demand direct student involvement. For example, if a student is expected to be able to identify the safest colors and types of clothing for pedestrian use, it would not be necessary for him to actually *wear* or *see* the clothing; a picture might suffice.

ADDITIONAL RESOURCES

In addition to the Tri-County Course Goals Project cited previously, the six pilot projects which dealt with the Minimum State Requirements for Graduation issued reports containing many sample program goals, competencies and performance indicators.

Districts may wish to contact the following project directors for copies of their reports (available at cost):

- Erwin Juilfs, Director of Education, Eugene School District 4J, 200 North Monroe Street, Eugene, Oregon 97402.
- Chuck Porfily, Director, Career Education, Lebanon High School, 60 Main Street, Lebanon, Oregon 97355.
- Jerry Killingsworth, Director of Curriculum, 475 South Alameda, Klamath Falls, Oregon 97601.
- Earl Anderson, Director, Metropolitan Administrative Service Center, 220 SE 102nd, Portland, Oregon 97216.
- Eldon Blanford, Principal, McKenzie High School, Finn Rock, Oregon 97401.
- Don Bunyard, Curriculum Vice-Principal, Marshfield Senior High School, Coos Bay, Oregon 97420.

Other resources include the following materials available from: The Documents Clerk, State Department of Education. (Most curriculum materials listed are available to Oregon schools at no cost.)

Career Development

**Accounting Occupations,* 1973, 227 p., $2.50

**Agriculture,* 1970, 150 p., $2.50

**Building Construction,* 1972, $2.50

**Clerical Occupations,* 1970, 134 p., $2.50

**Electricity-Electronics,* 1969, 149 p., $2.50

**Food Services Occupations,* 1970, 163 p., $2.50

**Forest Products,* 1972, $2.50

**Health Occupations,* 1970, 153 p., $2.50

**Industrial Mechanics,* 1969, 188 p., $2.50

**Marketing,* 1970, 170 p., $2.50

**Metals,* 1969, 181 p., $2.50

**Steno-Secretarial,* 1970, 91 p., $2.50

Social Responsibility

**Environmental Encounters:* A Handbook for Environmental Education in Oregon, 1973.

**Government in Oregon.* Teachers resource handbook on state and local government, 1971. $3.

**Personal Finance Education Guide,* 1972. $2.

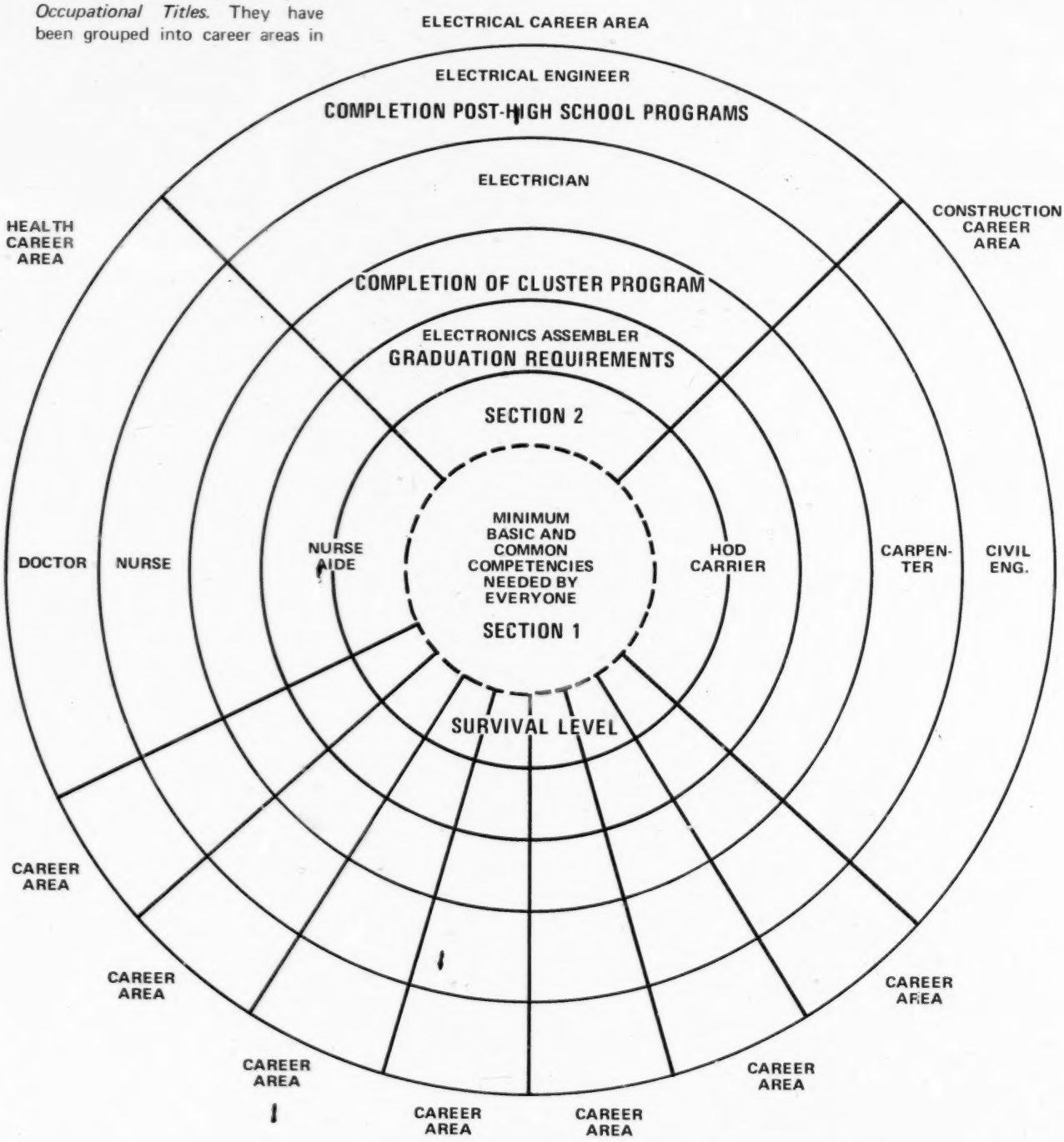
***Your Chance to Live,* (grades 7-12), a no-cost survival and safety program. Contact Wendell Curry, Emergency Services and Defense Civil Preparedness Specialist, State Department of Education.

The program goals, competencies and performance indicators listed in the curricular components of the Guide are *samples only.* It is anticipated that educators throughout the state will develop additional performance indicators which are appropriate to the unique orientation and abilities of their students. As indicated previously, districts may adopt, or adapt, or develop new materials.

The sample goals and competencies related to career education fall into two categories:

1. **Survival-level program goals and competencies common to all occupational areas.** These may be integrated into existing courses.
2. **Survival-level goals and competencies related to specific career areas.** There are 25,000 occupations listed in the *Dictionary of Occupational Titles.* They have been grouped into career areas in which 85 percent of Oregon's workers are employed: industrial mechanics, secretarial-clerical, marketing, agriculture, food services, construction, electrical careers, social services, forest products, health services, metal working, and bookkeeping/accounting.

The suggested competencies and performance indicators are not intended to fulfill the requirements of state-approved occupational cluster programs; they represent *survival-level* learning. Most (if not all) of these competencies can be housed in existing classes in the school program.



1.0 GENERAL COMPETENCIES

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
1.1 Students will demonstrate habits necessary to function effectively in their chosen career areas.	**1.1.1** Perform work in a manner safe to themselves and others.	**1.1.1.1** Given simulated work situations, the student *will be able to list safety rules for tools or equipment used.*
		1.1.1.2 Given specific work assignments, the student *will demonstrate safe practices.*
	1.1.2 Demonstrate responsibility for punctuality and regular attendance at work.	**1.1.2.1** Given descriptions of various businesses, the student *can predict the effect of tardiness or poor attendance on the operations.*
		1.1.2.2 The student *will be able to maintain a record of punctuality and regular attendance at school*
1.2 Students will recognize the importance of positive attitudes toward work.	**1.2.1** Understand the importance of attitudes that people have toward work.	**1.2.1.1** Given an essay assignment, the student *will be able to explain the relationship of personal attitudes to achievement.*
		1.2.1.2 Given an essay assignment, the student *will be able to explain the relationship between productive work and our economic system.*
1.3 Students will be able to maintain acceptable interpersonal working relationships.	**1.3.1** Demonstrate the behaviors that signal a willingness to cooperate with others on work assignments.	**1.3.1.1** In a simulated or real committee meeting, the student *will share ideas and accept responsibility for completing a group project.*
	1.3.2 Demonstrate correct job application procedures.	**1.3.2.1** Given a variety of sample applications, the student *will be able to complete them, giving appropriate information.*
		1.3.2.2 Given a simulated employment interview, the student *will demonstrate acceptable posture, dress, personal grooming, and facial expression.*
1.4 Students will be able to make appropriate career decisions.	**1.4.1** Identify career fields most closely related to personal interests and abilities.	**1.4.1.1** Given proper guidance, the student *will be able to match personal skills and experience with several occupations in his chosen career field.*
		1.4.1.2 Given an essay assignment, the student *will be able to relate the life styles of people who work in different career environments to personal interests and preferences.*
	1.4.2 Demonstrate ability to plan a personal educational program for those career areas requiring training beyond high school.	**1.4.2.1** Given the assignment, the student can: *(1) Locate sources of information concerning training requirements for various professional occupations in the career area of his choice.* *(2) Locate post-high school institutions which would meet his identified training needs.*
1.5 Students will have the minimum communication skills necessary to obtain entry-level employment in their chosen career areas. (This is not to be confused with the competency level required for completion of an approved, reimbursable career cluster program.)	(Specific goals and competencies related to the above broad goals are contained in each of the 13 career areas which follow.)	

2.0 FOOD SERVICE CAREERS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
2.1 Students interested in food services careers will be able to identify a wide variety of career opportunities in the food service industry.	**2.1.1** Identify jobs for which he could qualify in a wide variety of food service establishments and related businesses.	**2.1.1.1** Given the names of three types of food service establishments, the student *will be able to describe the kinds of personnel employed.*
		2.1.1.2 After visiting food service establishments, the student *will describe the jobs for which he could qualify.*
2.2 Students will recognize the importance of maintaining high standards in the preparation and serving of food.	**2.2.1** Justify the safety and sanitation rules applying to food preparation and service.	**2.2.1.1** Given the four basic sanitation rules, the student *will explain their importance in meal preparation.*
		2.2.1.2 Given a recipe to prepare in a quantity kitchen, the student *will discuss orally the steps necessary for safe handling of the food and equipment, and proper use of the work area.*
	2.2.2 Explain how appearance affects the salability of a product.	**2.2.2.1** Given opportunities to observe identical foods served with varying degrees of eye appeal, the student will: *(1) Compare cost and salability of each.* *(2) Describe the cooking or preparation techniques which affected color, texture, and appearance of the foods.*
	2.2.3 Demonstrate proper use of the common pieces of quantity equipment.	**2.2.3.1** Given pictures of food preparation equipment and tools, the student *will identify them and describe their use.*
		2.2.3.2 Given instructions for quantity preparation of specific foods, the student *will demonstrate effective use of equipment.*
	2.2.4 Identify the factors which determine profit or loss in an establishment.	**2.2.4.1** Given various food items offered by a food service establishment, the student *will list factors which determine whether a profit or loss will be made.*

3.0 AGRICULTURAL CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
3.1 Students interested in agricultural careers will be able to identify a wide variety of career opportunities in the agricultural industry.	**3.1.1** Identify jobs for which he could qualify in a wide variety of production and off-farm agricultural areas.	**3.1.1.1** Given a list of occupations, the student *will identify those which are found in production-agriculture and off-farm agriculture.*
		3.1.1.2 Given examples of local agricultural occupations, the student *will identify the jobs for which he could qualify.*
		3.1.1.3 Given a list of competencies needed in agricultural occupations, the student *will identify those he needs to acquire.*
3.2 Students will be able to identify factors affecting agricultural plant production.	**3.2.1** Identify major crops grown in the local area and prepare acceptable media for their growth.	**3.2.1.1** Given a selection of materials, the student *will prepare an acceptable media for growing plants.*
		3.2.1.2 Given the necessary materials, the student *will prepare a sample seed bed for planting a designated crop.*
		3.2.1.3 Given a list of major crops, the student *will identify those crops grown in his local area.*
		3.2.1.4 Given examples of local crops, the student *will classify them according to use.*
3.3 Students will recognize factors affecting livestock production.	**3.3.1** Identify breeds of livestock common to the local area.	**3.3.1.1** Given a list of breeds of livestock, the student *will identify those used in his local area.*
		3.3.1.2 Given examples of local livestock breeds, the student *will classify them into categories of beef, dairy, sheep and swine.*
	3.3.2 Describe the income sources for livestock and poultry for the local area.	**3.3.2.1** Given a list of livestock markets, the student *will identify places where he can market his livestock and poultry in the local area.*
		3.3.2.2 Given a description of the local livestock industry, the student *will list the products locally marketed in one class (i.e., beef, dairy, swine, sheep).*
	3.3.3 Differentiate between a simple- and complex-stomached animal and the feed required for each.	**3.3.3.1** Given a list of farm animals, the student *will identify animals with a simple- or complex-stomach.*
		3.3.3.2 Given a list of livestock feeds, the student *will choose between concentrates and roughages.*
3.4 Students will be able to demonstrate proper care and use of various types of agricultural equipment.	**3.4.1** Demonstrate proper use of commonly used farm equipment and structures.	**3.4.1.1** Given a series of pictures of farm equipment, the student *will identify and describe those used locally for agricultural production.*
		3.4.1.2 Given a specific piece of equipment, the student *will demonstrate its proper use.*
	3.4.2 Demonstrate proper care of commonly used farm equipment and structures.	**3.4.2.1** Given a list of equipment maintenance procedures, the student *will correctly perform daily maintenance checks.*
		3.4.2.2 Given examples of major types of structures, the student *will explain proper maintenance procedures.*

3.0 AGRICULTURAL CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
3.5 Students will be familiar with the leadership skills necessary for success in an agricultural occupation.	**3.5.1** Recognize the advantages of developing leadership skills.	**3.5.1.1** Given descriptions of successful leaders, the student *will identify characteristics common to all of them.*
		3.5.1.2 Given a list of leadership skills, the student *will identify those which could increase his employability and opportunities for advancement.*
		3.5.1.3 Given an opportunity to participate in a group session, the student *will be able to demonstrate his understanding of correct parliamentary procedures and describe their purposes.*
	3.5.2 Demonstrate ability to express ideas and information clearly.	**3.5.2.1** Given an agricultural topic, the student *will deliver a one-minute impromptu speech.*
		3.5.2.2 Given a rating scale, the student *will evaluate a one-minute impromptu speech.*
		3.5.2.3 Given an opportunity to participate in a class discussion, the student *will demonstrate his ability to express himself clearly.*

4.0 METALS CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
4.1 Students interested in metal working careers will be able to identify a wide variety of career opportunities in the metals industry.	**4.1.1** Recognize the scope and distribution of various occupations in the metals industry in his local community.	**4.1.1.1** Given the local directory, the student *will cite local businesses that hire people with metal working skills.*
		4.1.1.2 Given the opportunity to visit several metal working establishments, the student *will describe ten occupations in the metals industry.*
		4.1.1.3 Given manpower data and projections for future employment needs for the key occupations included in the metals cluster, the student *will select one occupation and describe the demand for workers in that field.*
		4.1.1.4 Given descriptions of professional and trade organizations associated with his tentative career choice, the student *will describe their influence on the metals industry.*
	4.1.2 Identify jobs for which he could qualify in a wide variety of metal working areas.	**4.1.2.1** Given a list of local metal working occupations, the student *will identify entry-level training required for each.*
		4.1.2.2 Given occupational guidance and counseling experiences, the student *will explain the reasons for his tentative choice of occupation.*
		4.1.2.3 Given descriptions of occupations and their related life styles, the student *will identify the life style commonly associated with his tentative career choice.*
		4.1.2.4 Given the opportunity to observe several industrial shops, the student *will describe the common working conditions associated with his tentative career choice.*
4.2 Students will have entry-level knowledge and skills in the basic metals materials, processes, procedures, and operations.	**4.2.1** Perform the common sheet metal shop operations.	**4.2.1.1** Given a metal project, the student *will demonstrate his ability to sketch and make layouts.*
		4.2.1.2 Given a metal project, the student *will demonstrate his ability to shape, bend, fold sheet metal and to join it by riveting, soldering, seaming, and making locks, utilizing safe shop practices.*
	4.2.2 Perform the common operations of a bar metal assembly and welding shop.	**4.2.2.1** Given a metal project, the student *will demonstrate safe and proper cutting and joining of metal by arc and oxygen/acetylene equipment.*
		4.2.2.2 Given a metal project, the student *will demonstrate his ability to lay out, cut material to fabricate an assembly.*
	4.2.3 Perform the common operations of a machine shop.	**4.2.3.1** Given basic metal working machine tools, the student *will correctly set up and safely operate the tools.*
		4.2.3.2 Given basic measuring instruments used in the industry, the student *will demonstrate his ability to read them correctly.*

4.0 METALS CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
	4.2.4 Safely operate and care for the common tools and machines used in the metals industry.	**4.2.4.1** Given a metal working machine, the student *will demonstrate the capacities and limitations of the machine.*
		4.2.4.2 Given a metal working machine, the student *will demonstrate the safety practices to be followed when using the machine.*
	4.2.5 Use a variety of basic metal working reference materials.	**4.2.5.1** Given a metal working problem, the student *will demonstrate his ability to locate reference material to obtain technical information.*
		4.2.5.2 Given a metal working problem, the student *will demonstrate his ability to interpret information on reference charts and tables.*

5.0 CONSTRUCTION CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
5.1 Students interested in construction careers will be able to identify a variety of job opportunities in the construction industry.	**5.1.1** Analyze his choice of occupational areas within the construction industry.	**5.1.1.1** Given a list of construction occupations in his region, the student *will describe the basic competencies required for each.*
		5.1.1.2 Given descriptions of construction occupations, the student *will identify those related to his career choice.*
		5.1.1.3 Given descriptions of occupations and their related life styles, the student *will identify the life style commonly associated with his tentative career choice.*
		5.1.1.4 Given the opportunity to observe several construction sites, the student *will briefly describe the common working conditions found in his tentative career choice.*
5.2 Students will be able to apply construction planning techniques.	**5.2.1** Use conventional types of survey instruments.	**5.2.1.1** Given an appropriate exercise and equipment, the student *will demonstrate his understanding of builders level (or transit), and explain how to establish and set up a site and building lines for excavation, foundation and utilities.*
		5.2.1.2 Given an appropriate exercise and instrument, each student *will set grade stakes to within 1/32 of an inch.*
	5.2.2 Demonstrate his ability to interpret construction plans	**5.2.2.1** Given a common house plan, the student *will demonstrate his ability to obtain dimensions, determine shapes, locations, and materials, and prepare a materials list.*
		5.2.2.2 Given a common house plan, the student *will explain symbols used.*
		5.2.2.3 Using a floor mock-up, the student *will lay out location of windows, etc.*
		5.2.2.4 Using a typical frame house plan, the student *will explain how to locate the plumbing system of the house.*
	5.2.3 Demonstrate his ability to select the proper materials for a given job.	**5.2.3.1** Given a set of house plans for the following, the student will: *(1) Describe what materials and finishes are required.* *(2) Demonstrate his ability to purchase and install basic materials for concrete forming.* *(3) Demonstrate his ability to mix concrete with proper proportions for a particular task.* *(4) Use the actual size rather than the nominal size of lumber (dimensions, finish, rough, plywood and also other wood products).* *(5) Identify and use the more common types and sizes of fasteners used in the construction field.*
5.3 Students will be able to apply a general knowledge of construction techniques.	**5.3.1** Operate major power tools used in construction occupations.	**5.3.1.1** Given a lab exercise, the student *will be able to use an electric hand power saw, drills and router properly.*

5.0 CONSTRUCTION CAREER AREA

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		5.3.1.2 Given a lab exercise, the student *will be able to use a table saw and a radial arm saw properly.*
	5.3.2 Demonstrate appropriate construction techniques.	**5.3.2.1** Given a lab exercise or actual construction project, the student will: *(1) Demonstrate correct technique of layout for various types of roof sections, stressing layouts, lines, laps, nailing, and flashings.* *(2) Demonstrate the ability to set up batter boards and establish building lines.*
		5.3.2.2 Using a suitable subfloor, the student *will lay out location of walls, partitions; show stud spacing, door and window openings, corner location and construction, and key structural members.*
	5.3.3 Demonstrate techniques of finishing.	**5.3.3.1** Given a lab exercise or an actual construction project, the student will: *(1) Explain why different finishes are required according to the type of surface, use and location of the area to be finished.* *(2) Demonstrate a knowledge of the characteristics and uses of the different types of finishes.*
	5.3.4 Demonstrate the basic use of common hand tools connected with construction.	**5.3.4.1** Given pictures of hand tools, the student *will correctly name and explain their main use.*
		5.3.4.2 Given materials and tools, the student *will exercise safety and physical dexterity.*
	5.3.5 Use measuring devices associated with construction trades.	**5.3.5.1** Given a problem in measuring, the student *will be able to designate feet, inches, and parts of an inch down to 1/32 of an inch on a steel tape, square, or other measuring device.*
		5.3.5.2 Given a problem in measuring, the student *will demonstrate ability to determine or mark off a given distance to the nearest 16th of an inch with a rule.*
		5.3.5.3 Given a problem in measuring, the student *will demonstrate the ability to determine or mark off a given distance to the nearest hundredth of a foot with a tape.*
	5.3.6 Demonstrate safe work habits.	**5.3.6.1** Given the appropriate tools, the student *will demonstrate their safe use.*
		5.3.6.2 Given the appropriate safety equipment, the student *will demonstrate how to use it.*

6.0 INDUSTRIAL MECHANICS OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
6.1 Students interested in industrial mechanics careers will be able to identify a wide variety of job opportunities in industrial mechanics and related occupational areas.	**6.1.1** Differentiate among industrial mechanical occupations in terms of job characteristics.	**6.1.1.1** Given descriptions of industrial mechanics occupations, the student *will select those which interest him and:* *(1) Identify skills required* *(2) Explain related working conditions* *(3) Identify worker responsibilities.*
		6.1.1.2 Given an opportunity to visit an industry to observe an occupational setting of his choice, the student *will describe job characteristics (e.g., skills required, working conditions, responsibilities).*
	6.1.2 Can identify a variety of job opportunities in the industrial mechanics industry.	**6.1.2.1** Given three sources of employment information (newspaper, state employment, union, private, placement, direct contact, etc.), the student *will indicate the employment opportunities available in 7 of 14 key occupations in industrial mechanics at the local or state levels.*
	6.1.3 Analyze his choice of occupations in the industrial mechanics industry.	**6.1.3.1** Given a selection of industrial mechanics occupations, the student *will identify the life style commonly associated with the occupation of his choice.*
		6.1.3.2 Given the opportunity to visit industrial sites, the student *will describe the working conditions likely to be associated with the occupation of his choice.*
6.2 Students will be able to demonstrate proper use of the tools and machinery used by industrial mechanics.	**6.2.1** Demonstrate safe operation of machinery.	**6.2.1.1** Given an opportunity to use a car hoist, the student *will demonstrate and explain how to operate it safely.*
		6.2.1.2 Given an opportunity to operate a five-ton hydraulic jack, the student *will demonstrate and explain how to operate it safely and will block an elevated vehicle with one or more wheels off the ground.*
		6.2.1.3 Given several fire extinguishers, the student *will choose the most effective and demonstrate its operation with one or several types of fires (i.e., liquid, electric, ash, etc.).*
		6.2.1.4 Given oily rags, the student *will demonstrate how to store them properly.*
		6.2.1.5 Given descriptions of hazardous conditions common to the industrial mechanic (chemicals, grinding, welding, etc.), the student *will explain how to select, wear, and maintain appropriate personal eye protection devices.*
		6.2.1.6 Given descriptions of injuries (small wound, broken arm/leg, chemical splash in eyes or on skin, asphyxiation, eye injury), the student *will demonstrate first aid procedures.*
		6.2.1.7 Given a flammable liquid (gasoline), the student *will describe procedures for bulk and small container storage.*
		6.2.1.8 Given a bulk weight of approxi-

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		mately 50 percent of the student's total body weight, the student *will explain and demonstrate the correct procedures for picking up heavy weights and carrying them to another location.*
	6.2.2 Demonstrate proper use of hand tools common to industrial mechanics.	**6.2.2.1** Given a variety of mechanic wrenches, the student *will identify and demonstrate their proper use.*
		6.2.2.2 Given six-, eight-, and twelve-point sockets with ratchets and breaker bars, the student *will demonstrate how to use them.*
		6.2.2.3 Given specified dimensions and tools, the student *will demonstrate how to select and use a standard tap and die set (screw plate), by tapping and chasing a thread.*
		6.2.2.4 Given a hand file and hacksaw, the student *will cut, deburr, and square the cut end of a piece of 1/4" x 2" bar stock (steel).*
	6.2.3 Demonstrate proper use of power tools common to industrial mechanics.	**6.2.3.1** Given a disc grinder, the student *will demonstrate how to properly operate it on flat iron plate to smooth or remove oxides.*
		6.2.3.2 Given a valve refacer, the student *will demonstrate how to properly operate it by resurfacing one exhaust and one intake valve.*
		6.2.3.3 Given a valve reseater, the student *will demonstrate how to properly operate it by resurfacing a valve seat.*
		6.2.3.4 Given a motor hand drill or drill press, the student *will demonstrate how to properly operate it by selecting, installing, and drilling a hole in or through a 1/2" steel plate.*
		6.2.3.5 Given a metal lathe, the student *will demonstrate how to properly use it in drilling, boring, tapping, turning, facing, and thread cutting operations.*
		6.2.3.6 Given materials, the student *will demonstrate how to arc weld 1/4" steel plate in the flat position.*
		6.2.3.7 Given a piece of 1/8" (or thicker) sheet steel, the student *will set up, adjust, use and secure a portable oxy-acetylene welder/cutter to cut a piece of stock of specified dimensions.*
	6.2.4 Demonstrate proper use of common measuring tools used by industrial mechanics.	**6.2.4.1** Given a telescoping gauge and an outside micrometer, the student *will measure to the nearest .001".*
		6.2.4.2 Given a straight edge, the student *will demonstrate how to properly check warpage on flat gasket surfaces.*
		6.2.4.3 Given a bevel protractor, the student *will demonstrate how to properly use it with assigned angles.*

6.0 INDUSTRIAL MECHANICS OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		6.2.4.4 Given an inside micrometer or taper gauge, the student *will demonstrate how to use it.*
		6.2.4.5 Given a dial indicator, the student *will set up, use and read it to check disc runout or shaft alignment.*
		6.2.4.6 Given a torque wrench, the student *will tighten a nut/stud and bolt to specifications.*
	6.2.5 Can select and use appropriate types of fasteners.	**6.2.5.1** Given standard capscrews, nuts, and lockwashers used commonly by industrial mechanics, the student *will identify and use them.*
		6.2.5.2 Given woodruff keys, five popular rivets, five popular sheet metal screws, and cotter pins common to industrial mechanics, the student *will identify and use them properly.*
		6.2.5.3 Given fittings, tubing and flaring tools for working with tubing common to hydraulics or air conditioning systems, the student *will identify and use them.*
	6.2.6 Can select and use the proper instruments common to industrial mechanics.	**6.2.6.1** Given a DC voltameter and DC ampmeter, the student *will interpret electrical measurements on 12-volt starting, generating, or ignition circuits.*
		6.2.6.2 Given an acid and alcohol hydrometer, the student *will measure state of charge on a 12-volt battery and freezing level of a cooling system.*
		6.2.6.3 Given gas or liquid pressure gauges as found on hydraulic (oil) or pneumatic (air compressor) systems, the student *will use and interpret them.*
		6.2.6.4 Given gas or liquid flow gauges as found on hydraulic (gasoline) or pneumatic (welding, argon) systems, the student *will use and interpret them.*
6.3 Students will demonstrate a general knowledge of basic industrial mechanical systems.	**6.3.1** Repair and operate common power sources.	**6.3.1.1** Given internal combustion engines with and without engine load, the student *will start them and adjust RPM.*
		6.3.1.2 Given a machine with a ball or roller bearing, the student *will demonstrate his ability to clean, inspect, lubricate, install, and adjust it.*
	6.3.2 Perform basic repairs of electro-mechanical systems.	**6.3.2.1** Given an electrical schematic of an automobile, the student *will identify different electrical components of one or more electrical system(s).*
		6.3.2.2 Given direct current voltameter, the student *will locate excessive electrical resistance in a conductor or electrical connection; will repair this condition to factory specifications.*

6.0 INDUSTRIAL MECHANICS OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
	6.3.3 Operate and repair basic fluid power systems.	**6.3.3.1** Given a fluid power linear actuator, the student *will explain its mechanical advantage.*
		6.3.3.2 Given a basic fluid power system with one or more malfunction(s), the student *will test, locate, and service or replace a component found inoperative in the fluid power system.*
	6.3.4 Repair basic mechanical transmission systems.	**6.3.4.1** Given a multiple speed selection gear box, the student *will remove and replace the out shaft oil seal.*
		6.3.4.2 Given a four-speed transmission, the student *will trace the path of power through the gear train and explain the gear ratio from input to output in third gear.*

7.0 ELECTRICAL OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
7.1 Students will be able to understand the principles of electrical safety.	**7.1.1** Demonstrate safe electrical practices.	**7.1.1.1** Given a case describing a victim of electrical shock, the student will: *(1) List treatment procedures and cautions to be taken* *(2) Explain artificial respiration* *(3) Explain treatment for heart fibrillation* *(4) Explain treatment for shock* *(5) Explain factors determining amount of current flowing in the victim.* **7.1.1.2** Given a range of electrical currents, the student *will identify the level at which they become dangerous.* **7.1.1.3** Given materials, the student *will demonstrate acceptable grounding procedures.*
7.2 Students interested in electrical careers will be able to identify a wide variety of career opportunities in the electrical field.	**7.2.1** Differentiate among electrical occupations in his community with respect to wages, working environment, and job entry requirements.	**7.2.1.1** Given a list of occupations available in his community, the student *will identify electrical careers.* **7.2.1.2** Given descriptions of electrical occupations, the student will: *(1) Explain related working conditions* *(2) Identify related wage levels* *(3) Locate electrical training programs in his local area* *(4) Describe application procedures.*
7.3 Students will be familiar with sources and measurements of electricity.	**7.3.1** Demonstrate an understanding of electrical power generation.	**7.3.1.1** Given descriptions and demonstrations of electrical power generation, the student *will list the steps for producing electricity by magnetism.* **7.3.1.2** Given examples of the use of magnetism to produce electricity, the student will: *(1) Describe how to produce electricity with chemical reaction* *(2) Explain practical uses for the chemical production of electricity.*
	7.3.2 Use basic electrical instruments.	**7.3.2.1** Given a laboratory exercise, the student will: *(1) Adjust an ohmmeter* *(2) Read an ohmmeter* **7.3.2.2** Given a laboratory exercise, the student will: *(1) Connect an ammeter* *(2) Read an ammeter* **7.3.2.3** Given a laboratory exercise, the student will: *(1) Connect a voltmeter* *(2) Read a voltmeter*

8.0 HEALTH OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
8.1 Students interested in health careers will be able to identify a wide variety of career opportunities in the health industry.	**8.1.1** Describe a variety of occupations for which he could qualify in the health service industry.	**8.1.1.1** Given a list of occupations, the student *will identify health careers.*
		8.1.1.2 Given a list of health occupations, the student *will select three and state related educational requirements.*
		3.1.1.3 Given descriptions of health occupations, the student *will select one, describe its qualifications, and compare its characteristics with his own likes, dislikes, and personal goals.*
8.2 Students will recognize the importance of professional and ethical behavior for a health worker.	**8.2.1** Describe professional and ethical standards in health occupations.	**8.2.1.1** Given an opportunity to observe patient care, the student *will identify and explain examples of ethical behavior.*
		8.2.1.2 Given a role playing situation, the student *will distinguish between positive and negative ethical behaviors.*
	8.2.2 Identify legal factors involved in working in the health industry.	**8.2.2.1** Given descriptions of legal action within the health industry, the student will: *(1) Explain the individual rights involved in each case* *(2) Describe the ethical questions involved in each case.*
8.3 Students will understand the benefits of effective communication and positive human relationships in health careers.	**8.3.1** Recognize the need to acquire effective communication skills.	**8.3.1.1** Given a simulated sickroom situation, the student *will describe and justify methods of effective communication and problem-solving.*
		8.3.1.2 Given a role-playing situation, the student *will demonstrate the ability to maintain constructive personal interactions.*
	8.3.2 Recognize the need for self-understanding before he can assist others.	**8.3.2.1** Given descriptions of stressful situations, the student *will explain factors which influenced behavior of participants.*
		8.3.2.2 Given a role-playing situation in which a misunderstanding must be resolved, the student *will describe five behaviors of self which affected others.*
	8.3.3 Recognize the need to preserve the dignity and rights of individuals.	**8.3.3.1** Given a description of a patient situation, the student *will identify and explain principles which were applied to maintain patients' rights and dignity.*
		8.3.3.2 Given examples of efforts to protect patients' rights, the student *will cite their results in individual cases.*
8.4 Students will be able to use the basic skills and knowledge common to most health service occupations.	**8.4.1** Build medical terms following the given rules and guidelines.	**8.4.1.1** Given guidelines for medical terminology, the student *will build 50 medical terms and define their meaning.*
	8.4.2 Identify medical abbreviations and recognize their meaning.	**8.4.2.1** Given 25 commonly used abbreviation symbols, the student *will define the meaning of each.*
	8.4.3 Identify environmental conditions needed for microbial growth, and define methods to control growth of microbes.	**8.4.3.1** Given a description of the microbial growth process, the student *will restate the environmental conditions needed and the control methods used.*

8.0 HEALTH OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		8.4.3.2 Given a list of common types of microbes, the student *will describe the characteristics of each.*
	8.4.4 Describe methods used for sterilization and care of equipment in a health facility.	**8.4.4.1** Given a description of methods used to destroy microbes, the student *will select five methods and list steps to be taken in each process.*
		8.4.4.2 Given materials used in a health facility, the student *will demonstrate how to properly clean, wrap and sterilize equipment.*
	8.4.5 Demonstrate observation, reporting, and recording skills.	**8.4.5.1** Given a demonstration of a procedure, the student *will perform the procedure.*
		8.4.5.2 Given a description of a patient situation, the student *will describe patient's symptoms and behavior using correct medical terminology.*
		8.4.5.3 Given data and a graph chart form, the student *will chart temperature, pulse, respiration, and blood pressure figures.*
	8.4.6 Apply emergency care procedures.	**8.4.6.1** Given a simulated emergency situation, the student *will demonstrate appropriate emergency procedures.*

9.0 MARKETING CAREERS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
9.1 Students interested in marketing careers will be able to identify a variety of career opportunities in the marketing field.	**9.1.1** Can identify a wide variety of occupations for which he could qualify in marketing career areas.	**9.1.1.1** Given the *Dictionary of Occupational Titles,* the student *will locate entry-level jobs in the marketing field.*
		9.1.1.2 Given a list of marketing occupations, the student *will identify those which are a step higher than entry level.*
		9.1.1.3 Given descriptions of marketing and management careers, the student *will select one and compare his interests, abilities and limitations with the career qualifications.*
9.2 Students will be able to handle money transactions accurately and efficiently.	**9.2.1** Operate a cash register.	**9.2.1.1** Given a sketch of a cash register and a list of its major parts, the student *will match all pictured parts with their correct names.*
		9.2.1.2 Given a real or simulated situation, the student *will record a sale on a cash register and make change quickly and accurately.*
	9.2.2 Write a sales slip.	**9.2.2.1** Given a real or simulated situation, the student *will accurately record information on a sales slip (make extensions, calculate discounts, and price items).*
		9.2.2.2 Given problems dealing with multiple-priced items, the student *will calculate the price of merchandise purchased in lesser quantities.*
9.3 Students will be able to handle merchandise in a retail store.	**9.3.1** Identify the steps taken in receiving and checking merchandise.	**9.3.1.1** Given a real or simulated assignment to check and receive merchandise, the student *will list the steps to be taken.*
		9.3.1.2 Given a real or simulated situation, the student *will explain how to check incoming merchandise against the invoice.*
	9.3.2 Explain the fundamentals of stock keeping.	**9.3.2.1** Given an opportunity to observe a business establishment, the student *will identify good stock keeping fundamentals used.*
		9.3.2.2 Given a role-playing situation, the student *will apply correct procedures to deal with a shoplifter.*
	9.3.3 Take a physical inventory and record purchases and sales on perpetual inventory cards.	**9.3.3.1** Given an assortment of merchandise, the student *will make a merchandise count.*
		9.3.3.2 Given a list of purchases and sales, the student *will record the transactions on perpetual inventory cards.*
9.4 Students will be able to apply general principles of salesmanship.	**9.4.1** Demonstrate personal qualities and characteristics needed for effective dealing with customers.	**9.4.1.1** Given a list of character traits, the student *will be able to select any five desirable traits and write at least three examples of each as they would apply in dealing with customers.*
		9.4.1.2 Given several simulated situations, the student *will demonstrate his ability to handle individual differences in customers.*

9.0 MARKETING CAREERS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
	9.4.2 Explain a product or service in terms of customer benefits.	**9.4.2.1** Given product or service information, the student *will demonstrate his ability to translate it into customer benefits by listing several selling points.*
		9.4.2.2 Given a variety of products, the student *will demonstrate his ability to wrap and package the customer's purchase according to size, shape and net weight of the items.*
		9.4.2.3 Given a product, the student *will demonstrate the procedures involved in conducting a cash sale transaction.*

10.0 SECRETARIAL-CLERICAL OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
10.1 Students interested in secretarial and clerical occupations will be able to identify a wide variety of career opportunities.	**10.1.1** Describe a variety of career opportunities available in the secretarial and clerical fields.	**10.1.1.1** Given a list of occupations, the student *will identify those of a secretarial and clerical nature.*
		10.1.1.2 Given a list of secretarial and clerical occupations, the student *will select three and state the related educational requirements.*
	10.1.2 Select employment opportunities on the basis of personal interests and abilities.	**10.1.2.1** Given descriptions of secretarial and clerical occupations, the student *will select one which most nearly matches his own interests and abilities.*
		10.1.2.2 Given an interest inventory, the student *will be able to interpret and apply the results to job selection.*
10.2 Students will demonstrate common skills needed in the secretarial and clerical occupations.	**10.2.1** Demonstrate typing skills.	**10.2.1.1** Given straight copy, the student *will type it accurately.*
		10.2.1.2 Given drafts of letters, manuscripts and memos, the student *will type and process them for distribution.*
	10.2.2 Use common filing systems.	**10.2.2.1** Given a set of documents and names, the student *will file them correctly in alphabetical order.*
		10.2.2.2 Given information to be filed, the student *will select the appropriate system to be used.*
	10.2.3 Demonstrate composition skills basic to office procedures.	**10.2.3.1** Given a business letter, the student *will set it up in correct form with correct punctuation.*
		10.2.3.2 Given sample content, the student *will compose letters, forms, and documents in final form.*
	10.2.4 Operate a 10-key adding machine and calculator.	**10.2.4.1** Given sets of numbers, the student *will correctly add, subtract, multiply, and divide.*
		10.2.4.2 Given a mathematical problem, the student *will calculate correctly on the adding machine or calculator.*
	10.2.5 Operate a fluid and stencil duplicator and copy machine.	**10.2.5.1** Given a copy, the student *will prepare a master and run a copy which will be accurate and neat.*
		10.2.5.2 Given a document for reproduction, the student *will choose the appropriate process and duplicate as required.*

11.0 ACCOUNTING OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
11.1 Students interested in accounting careers will be able to identify a variety of career opportunities in the accounting field.	**11.1.1** Identify the key occupations in the accounting field.	**11.1.1.1** Given a list of accounting occupations, the student *will identify the major accounting careers.*
		11.1.1.2 Given a list of accounting occupations, the student *will select three and state related educational requirements.*
	11.1.2 Select the accounting occupation or profession in which he would best function.	**11.1.2.1** Given descriptions of accounting occupations, the student *will select one, describe its qualifications, and compare them with his own likes, dislikes, and personal goals.*
		11.1.2.2 Given an interest inventory, the student *will be able to interpret and apply the results to job selection.*
11.2 Students will be able to apply the principles of basic bookkeeping and accounting.	**11.2.1** Interpret a debit and a credit as used in bookkeeping procedures.	**11.2.1.1** Given a sample ledger sheet, the student *will identify debit and credit entries.*
		11.2.1.2 Given a cash transaction, the student *will make the correct debit and credit entry.*
	11.2.2 Make correct journal entries.	**11.2.2.1** Given a list of five bookkeeping transactions, the student *will correctly journalize them.*
		11.2.2.2 Given a bookkeeping transaction, the student *will make proper notations with each entry.*
	11.2.3 Complete a balance sheet and income statement.	**11.2.3.1** Given a ledger, the student *will prepare a balance sheet and income statement.*
		11.2.3.2 Given a list of assets, liabilities, and owner's equity, the student *will properly prepare a balance sheet.*
	11.2.4 Post journal entries and totals to appropriate ledger.	**11.2.4.1** Given a journal, the student *will properly post from the journal to the appropriate ledger.*
		11.2.4.2 Given a journal, the student *will make the proper notations and posting references.*

12.0 SERVICE OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
12.1 Students interested in service careers will be able to identify a wide variety of career opportunities in the service areas.	**12.1.1** Identify a variety of occupations for which he could qualify in the social, personal, protective, and educational service areas.	**12.1.1.1** Given reference publications, the student *will list occupations included in the service area.*
		12.1.1.2 Given a list of service occupations, the student *will select four representative social, personal, protective, and educational services and describe the job responsibilities of each.*
		12.1.1.3 Given a list of entry-level jobs, the student *will compare his interests, abilities, and limitations with the job qualifications.*
		12.1.1.4 Given an interest inventory, the student *will use the results to identify service occupations which would appeal to him.*
	12.1.2 Identify wages, working conditions and job entry requirements of the social, personal, protective, and educational occupations.	**12.1.2.1** Given descriptions of service occupations, the student *will select seven and describe the working conditions, job entry requirements, and wage or salary levels of each.*
		12.1.2.2 Given the opportunity to visit appropriate agencies, the student *will describe the working conditions, job entry requirements, and wage or salary levels for identified occupations.*
12.2 Students interested in protective service careers will be able to describe the characteristics of a wide variety of career opportunities in this field.	**12.2.1** Demonstrate a basic understanding of the judicial system of the United States.	**12.2.1.1** Given federal and state constitutions, the student *will cite sections that deal with criminal justice and judicial systems.*
		12.2.1.2 Given an opportunity to visit a criminal justice agency, the student *will describe the mission of the organization or department.*
	12.2.2 Interpret the structure and function of his local government.	**12.2.2.1** Given descriptions of city organizational plans, the student *will compare the characteristics of each type.*
		12.2.2.2 Given an opportunity to visit city hall, the student *will describe the purpose of each department.*
	12.2.3 Demonstrate a knowledge of the functions of each of the following occupations: patrolman, legal assistant, lawyer, deputy sheriff, and guard.	**12.2.3.1** Given a description of service occupations, the student *will identify the functions of each occupation.*
		12.2.3.2 Given the opportunity to meet with persons employed in a chosen occupation, the student *will identify the occupational tasks.*
	12.2.4 Demonstrate an understanding of various sub-culture value systems.	**12.2.4.1** Given descriptions of sub-culture value systems, the student *will relate them to differing societal attitudes, apparent social policies, and human behavior.*
12.3 Students interested in personal service careers will be able to describe the characteristics of a wide variety of career opportunities in this field.	**12.3.1** Demonstrate familiarity with the state statutes regulating cosmetic therapy and barbering.	**12.3.1.1** Given the documents describing state law, the student *will explain the sections pertaining to cosmetic therapy and barbering.*
		12.3.1.2 Given the opportunity to visit a

12.0 SERVICE OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		barber shop or beauty salon, the student *will describe the regulations that govern the facility.*
	12.3.2 Demonstrate familiarity with occupational tasks of a barber, cosmetologist, and other personal service occupations.	**12.3.2.1** Given descriptions of personal service jobs, the student *will list the most common tasks inherent in each.*
		12.3.2.2 Given an opportunity to meet with persons employed in a chosen occupation, the student *will identify the occupational tasks.*
12.4 Students interested in educational careers will be able to describe the characteristics of a wide variety of career opportunities in this field.	**12.4.1** Demonstrate a basic understanding of the educational system of the United States.	**12.4.1.1** Given descriptions of the organizational structure of the public school system and higher education, the student *will summarize the information in chart form.*
		12.4.1.2 Given a description of the relationship of private schools to the public system, the student *will suggest advantages of each.*
	12.4.2 Demonstrate a knowledge of the basic tasks for each of the following occupations: teacher aide, librarian, elementary teacher, secondary teacher, faculty members, a superintendent, and library aide.	**12.4.2.1** Given descriptions of educational service careers, the student *will list the most common tasks inherent in each.*
		12.4.2.2 Given an opportunity to meet with persons employed in a chosen occupation, the student *will identify the occupational tasks.*
12.5 Students interested in social service careers will be able to describe the characteristics of a wide variety of career opportunities in this field.	**12.5.1** Demonstrate a basic understanding of the social services area (including hotel lodging, transportation, public service occupations, and recreational tourism).	**12.5.1.1** Given descriptions of the four types of social service occupations, the student *will describe the mission, organizational structure, and extent of service of each.*
		12.5.1.2 Given the opportunity to visit social service agencies or facilities, the student *will describe their mission, organizational structure, and extent of service.*
	12.5.2 Demonstrate a knowledge of the basic tasks for each of the following occupations: hotel manager, case worker, recreation leader, and reservations agent.	**12.5.2.1** Given descriptions of social service jobs, the student *will list the most common tasks inherent in each.*
		12.5.2.2 Given an opportunity to meet with persons employed in a chosen occupation, the student *will identify the occupational tasks.*

13.0 FOREST PRODUCTS OCCUPATIONS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
13.1 Students interested in forest products industries careers will be able to identify a variety of career opportunities in the forest products field.	**13.1.1** Identify a wide variety of occupations for which he could qualify in the forest products industry.	**13.1.1.1** Given the classified section of a newspaper, the student *will identify specific types of entry-level jobs available in the forest products industry.*
		13.1.1.2 Given a list of entry-level job opportunities, the student *will select one and compare his interests, abilities, and limitations with the job qualifications.*
13.2 Students interested in careers in the forest products industry will be able to demonstrate the skills and knowledge needed for entry-level employment.	**13.2.1** Describe the major tasks associated with selected forest products occupations.	**13.2.1.1** Given a list of occupations, the student *will identify occupations in the forest products industry.*
		13.2.1.2 Given descriptions of forest products occupations, the student *will select five and describe the major tasks of each.*
	13.2.2 Demonstrate safety practices required in selected occupations.	**13.2.2.1** Given descriptions of selected occupations, the student *will describe the major safety hazards of each.*
		13.2.2.2 Given an opportunity to make field visitations, the student *will identify and demonstrate safety procedures.*
	13.2.3 Demonstrate knowledge of the major commercial species of Oregon.	**13.2.3.1** Given pictures of various trees, the student *will identify commercial coniferous species in the local area.*
		13.2.3.2 Given pictures of various trees, the student *will identify commercial hardwood species in the local area.*
	13.2.4 Demonstrate knowledge of the major products manufactured from the identified major species.	**13.2.4.1** Given descriptions of species, the student *will list the major products derived from them.*
		13.2.4.2 Given a list of finished products, the student *will list the major manufacturing plants that will produce them.*
	13.2.5 Demonstrate proper use of common tools and equipment used in the forest products industry.	**13.2.5.1** Given commonly used tools or equipment, the student *will demonstrate their use.*
		13.2.5.2 Given an opportunity to visit processing or harvesting operations, the student *will identify and explain the use of machinery and equipment.*
	13.2.6 Use common terminology of the forest products industry.	**13.2.6.1** Given a list of terms or words used in forest harvesting and forestry occupations, the student *will define and use each.*
		13.2.6.2 Given a list of terms or words used in the manufacturing of forest products, the student *will define and use each.*
	13.2.7 Demonstrate knowledge of the primary products manufactured by the local forest products industry.	**13.2.7.1** Given an opportunity to visit forest products manufacturing plants, the student *will identify their end products.*
		13.2.7.2 Given sample products, the student *will identify and describe the manufacturing process used.*